



## Makoshika State Park Indian Education For All Lesson

### Title

The Natural History of Assiniboiné and Dakota Cultures within the Northern Plains Ecosystem of Montana

### Content Area(s)

History; Science

### Grade Level

6<sup>th</sup> - 8<sup>th</sup>

### Duration

2 class periods

### Goals (Montana Standards/Essential Understandings)

**Essential Understanding 1:** There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

**Social Studies Content Standard 4:** Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

**Science Content Standard 3:** Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

### Introduction

The name of the park comes from the [Dakota (Sioux)] word Ma-ko-shi-ka, meaning bad earth or bad land.

*Makoshika State Park Management Plan, Final, October 2005, p.1*

Native Americans followed the herds of buffalo, elk, antelope, and deer, which were once prevalent in eastern Montana. A 1979 Montana State University survey documented the presence of surficial and subsurficial prehistoric cultural remains in the park. Native American use of this area was common due to its proximity to the Yellowstone River.

The present-day Montana Indian tribes with the closest cultural and historical affiliation with Makoshika State Park are Assiniboiné and Dakota at the Fort Peck Indian Reservation, headquartered at Poplar, Montana. In addition, Assiniboiné people live on Fort Belknap Indian Reservation, headquartered at Harlem, Montana. Northeastern Montana lands, including those comprising Makoshika, were reserved by the Assiniboiné Nation in the Fort Laramie Treaty of 1851 with the United States Government. During the 1860s, following their violent removal from their homelands in Minnesota by the U.S. Government, several bands of Dakota began occupying land in northeastern Montana, using it for hunting and other purposes. In addition, other bands of Dakota came into the area following the Battle of the Little Bighorn in 1876. In 1888, the Fort Peck Reservation was created, an area of 2,093,318 acres (Robertson). Assiniboiné and Dakota people living throughout northeastern Montana were assigned by the U.S. Government to live within the confined area of the reservation. The remaining lands, as much as 20 million acres, which had been occupied by the Assiniboiné for hundreds of years and used by the Dakota for a shorter length of time, were then opened to white settlement or became Public Lands administered by the Bureau of Land Management or other federal agencies. The Fort Peck Allotment Act of 1908 reduced tribal lands within the borders of the reservation even more. As result of allotment, today only 926,000 acres of reservation lands are tribally owned or individually allotted to Indian families. Non-Indians own or control the remaining lands, totaling 1,167,318 acres. There are presently over 10,000 tribally enrolled members of the Fort Peck tribes, of whom approximately 6,000 reside on or near the reservation (Indian Health Service, Fort Peck Service Unit Website, *History of Fort Peck*).

**Overview** (Ideally, History and Science teachers will team-teach this lesson)

In this lesson students will explore the political, military, and economic history of the relationships between Assiniboiné and Dakota people and the United States Government. Students will explore the Northern Plains ecosystem,<sup>1</sup> including descriptions of nutrition content of extant specific plants and animals that Assiniboiné and Dakota used for food and medicine. Students will demonstrate their knowledge of the anatomical parts of the buffalo, as well as the critically important place of the buffalo in the cultures of the Assiniboiné and Dakota people.

**Materials or Resources Needed**

1. Bison Box<sup>2</sup>
2. The Plains Indians Trunk<sup>3</sup>
3. Computers, Internet
4. Online map: Montana (Indian Reservations are outlined in yellow)<sup>4</sup>
5. Online article: “Fort Peck Tribes Assiniboiné & Sioux History”<sup>5</sup>
6. Online published copy of a primary historical document: Treaty of Fort Laramie (1851)<sup>6</sup>

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<sup>1</sup> Ecosystem can be defined broadly as an arrangement, or organization, of interdependent organisms that inhabit a geographically and climatically defined environment.

<sup>2</sup> Montana Fish, Wildlife & Parks (FWP), Bozeman; includes a hide, bones, and skull

<sup>3</sup> Montana Historical Society, Helena

<sup>4</sup> Access online or order copies from the Montana Department of Transportation.

[ftp://ftp.mdt.mt.gov/map/hwymap\\_sidel.pdf](http://ftp.mdt.mt.gov/map/hwymap_sidel.pdf)

<sup>5</sup> Jim Turning Bear, et al. URL: [www.montana.edu/wwwfpcc/tribes](http://www.montana.edu/wwwfpcc/tribes)

7. Online copy of a primary historical document: De Smet's Treaty of Fort Laramie (1851) map of negotiated Indian territories<sup>7</sup>
8. Brief Historical Overview of De Smet Map (Attachment A, below)
9. United States National Archives Document Analysis Worksheet (Attachment B, below)
10. Online article: The Buffalo<sup>8</sup>
11. Online Article: Hohe<sup>9</sup> Food<sup>10</sup>

## Activities and Procedures

### Class Period 1

1. Students: The teachers will assign the students to read the following online articles and study the map before class. This can be done as an out-of-class assignment or an in-class assignment to help meet Library Media and Technology Content Standards requirements. These articles can be read online, the teacher can download and make copies for each student, or students can access them and read them online (URLs are in Materials section, just above).
  - a. Locate Fort Peck and Fort Belknap on the map of Montana (Hint: look in the map index and find the Reservation's headquarters: Poplar)
  - b. Locate Makoshika State Park on the map
  - c. Fort Peck Assiniboiné and Sioux History
  - d. Fort Belknap Assiniboiné History
  - e. The Buffalo
  - f. Hohe Food
2. Teachers: Using the Plains Indians Trunk and Buffalo Trunk, instruct students to examine the lives, arts, and religion of Northern Plains Indians, and the biology of the buffalo. NOTE: These trunks' curricula are not specific to any one Plains tribe.
  - a. Teachers: Using a Montana highway map, ask students to locate the Fort Peck Indian Reservation and Makoshika
  - b. Teachers: identify the Plains Indians Trunk's artifacts, clothing (students may try on), and photos, and play a few minutes of the cassette music tape
  - c. Teachers: identify the contents of the Buffalo Trunk.
  - d. Students: handle the skin, bones, and skull
  - e. Duration: this part, about 20 minutes

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6 Kappler [1], Charles J. (Editor) "Treaty of Fort Laramie, 1851 (September 17, 1851; Ratified by the Senate May 24, 1852)," *Indian Affairs: Laws and Treaties*, Vol. IV, Laws. Washington: Government Printing Office, 1929. On the Internet:

[http://digital.library.okstate.edu/KAPPLER/Vol4/html\\_files/v4p1065b.html](http://digital.library.okstate.edu/KAPPLER/Vol4/html_files/v4p1065b.html)

7 De Smet's Treaty of Fort Laramie (1851) map. *Peter John De Smet, S.J. (1801 - 1873) ~ Life and times of a Blackrobe in the West*. URL: <http://users.skynet.be/pater.de.smet/pj-e/pagina77.htm>

8 Akta Lakota Museum, Chamberlain, South Dakota. URL: <http://www.lewisandclarktrail.com/buffalo.htm>

9 Sometimes Assiniboiné are referred to as Hohe. For more information refer to the Internet website of Saskatchewan Indian Cultural Centre, Saskatoon, SK. Canada, "Our Languages" pages. URL:

[http://www.sicc.sk.ca/heritage/sils/ourlanguages/isanti/history/name\\_game.html](http://www.sicc.sk.ca/heritage/sils/ourlanguages/isanti/history/name_game.html)

10 Heritage Site, Ethnography Site, Dakota Nakota Lakota Food & Nutrition: First Boy - James Larpentuer Long, Fort Peck Assiniboiné-Sioux, in *The Assiniboiné: From Accounts of the Old Ones Told to First Boy* (James Larpentuer Long), edited by Michael Stephen Kennedy, University of Oklahoma Press, 1961, p 78-84 (originally published as *Land of the Nakoda* by the Montana Writer Program in 1942)

<http://www.sicc.sk.ca/heritage/ethnography/dnl/food/hohefood.html>

3. Teachers: Facilitate a full class discussion on the articles, map, and trunk's contents
  - a. Duration: this part, about 20 minutes
4. Teachers: Assign homework for Class 2
  - a. Read the parts of the Fort Laramie Treaty (1851) that relate specifically to the Assiniboiné and Dakota
  - b. Read Historical Overview of De Smet map

## **Class Period 2**

5. Teachers: Break class into small groups of 3-4 students
  - a. Students: study De Smet map
  - b. Try to locate the Fort Peck Indian Reservation and Makoshika
  - c. Students: fill out NARA document analysis worksheet
  - d. Duration: this part, 10 minutes
6. Teachers: facilitate full class discussion of the readings
  - a. Ask students to identify the terms agreed to by the Indian Nations, especially the Assiniboiné and Dakota, and the United States Government. What does each side gain or lose in this treaty?
  - b. Ask them to compare the signatures of the U.S. government agents and the chiefs. What is the significance of the words "by his x mark" after the names of each chief or headman? What might this suggest about cultural differences between the two parties? What type of problems could these differences create?
  - c. Finally, ask students to speculate on what each party hoped to accomplish through this treaty.
  - d. Duration: this part, 15 minutes
7. Wrap up: Teachers:
  - a. Make copies of the maps in Attachments C and D, below. Give copies to each student. Provide a few minutes for the students to look them over.
  - b. Facilitate full class discussion using a few of the suggested questions or others:
    1. Why do events that occurred hundreds of years ago matter today?
    2. How do people demonstrate their ethnicity?
    3. Why is land an important resource for indigenous people?
    4. What are some of the characteristics of Assiniboiné and Dakota cultures?
    5. What do they have in common?
    6. Where do Assiniboiné and Dakota live now?
    7. How did the United States gain Assiniboiné and Dakota land they claimed as theirs?
    8. How much land belongs to the Assiniboiné and Dakota people now? Where is it?
  - c. Duration: this part, 15 minutes

## **Assessment**

Students will be evaluated based on participation in class and group discussions. Students will write a 250 word essay (2 doubled spaced pages) demonstrating their knowledge of the anatomical parts of the buffalo used by Assiniboin and Dakota people, and the impact of the near extermination of the buffalo on their cultures.

## Extensions

This Natural History<sup>11</sup> lesson takes place in an “outdoor classroom” at Makoshika State Park, and has three components, or methods of delivery.

1. A 45-minute presentation to the class by an interpretive park ranger or tour guide. The interpreter will use (describe and pass around to the students so they can touch, smell, or taste) several objects, artifacts, and plant specimens (edible or otherwise) relevant to the Assiniboin and Dakota cultures. These items will include animal skins and bones, including objects made from them; various plants, including berries, roots, leaves, etc.; and various stone and metal weapons and tools used by the Assiniboin and Dakota people.
2. Following the presentation, the ranger or guide, will take the students on a 40-minute park tour, showing the students various geological and fossil formations, as well as various living plants and animals (particularly birds).
3. Following the guided tour, students will browse park-related displays at the Visitor Center.

## Online Materials and Teaching Aids (Bibliography)

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<sup>11</sup> Natural History is a combination of history and science, is the study and description of living things, including humans, especially their behavior and how they relate to one another over time.

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[http://digital.library.okstate.edu/kappler/vol1/html\\_files/INDEX\\_A.html](http://digital.library.okstate.edu/kappler/vol1/html_files/INDEX_A.html) (Directions: click on "F", scroll down to Fort Peck, then go to pp. 261-264.

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[www.opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf](http://www.opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf)

## **Attachment A**

Brief Historical Overview of De Smet Map, by Elmer Eusman (A senior paper conservator in the Library's Conservation Division. Online, URL: <http://www.loc.gov/loc/lcib/0306/conserv.html>).

In 1916 the U.S. Indian Office transferred a unique map by the Jesuit missionary Pierre-Jean de Smet to the Library of Congress. The hand-drawn 1851 map outlines the territories of various Indian tribes in the West, extending from the Canadian border on the north to the Arkansas River on the south, and the Missouri River on the East to the Columbia River on the West. De Smet was able to compile this map using the knowledge he gleaned from his extensive travels through the West.

In 1851 de Smet assisted in securing a peace treaty between the United States and a number of Indian tribes at a general council held at Fort Laramie. Because of his extensive knowledge of the Native American tribes, the government asked him to create a comprehensive map of the West, delineating the territories of the various tribes.

The map that de Smet made measures 35 inches by 53 inches and is completely hand-drawn in brown ink and watercolor. The map shows rivers, mountain ranges, towns, forts and state and territorial borders; it even features a decorative border with flowers and a portrait of an Indian chief named "Big Robber." However, the main significance of the map is its depiction of the location and extent of various Indian territories in the American West in 1851.

## Attachment B

### Written Document Analysis Worksheet

(Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC)

1 .	<p>TYPE OF DOCUMENT (Check one):</p> <table border="1"> <tr> <td><input type="checkbox"/> Newspaper</td><td><input type="checkbox"/> Map</td><td><input type="checkbox"/> Advertisement</td></tr> <tr> <td><input type="checkbox"/> Letter</td><td><input type="checkbox"/> Telegram</td><td><input type="checkbox"/> Congressional record</td></tr> <tr> <td><input type="checkbox"/> Patent</td><td><input type="checkbox"/> Press release</td><td><input type="checkbox"/> Census report</td></tr> <tr> <td><input type="checkbox"/> Memorandum</td><td><input type="checkbox"/> Report</td><td><input type="checkbox"/> Other</td></tr> </table>	<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional record	<input type="checkbox"/> Patent	<input type="checkbox"/> Press release	<input type="checkbox"/> Census report	<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement											
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2 .	<p>UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):</p> <table border="1"> <tr> <td><input type="checkbox"/> Interesting letterhead</td><td><input type="checkbox"/> Notations</td></tr> <tr> <td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr> <tr> <td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr> <tr> <td><input type="checkbox"/> Seals</td><td></td></tr> </table>	<input type="checkbox"/> Interesting letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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3 .	<p>DATE(S) OF DOCUMENT:</p> <p>_____</p> <p>_____</p>												
4 .	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>_____</p> <p>_____</p> <p>POSITION (TITLE):</p> <p>_____</p> <p>_____</p>												
5 .	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p> <p>_____</p> <p>_____</p>												
6 .	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>B. Why do you think this document was written?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>D. List two things the document tells you about life in the United States at the time it was written:</p> <p>_____</p> <p>_____</p>												

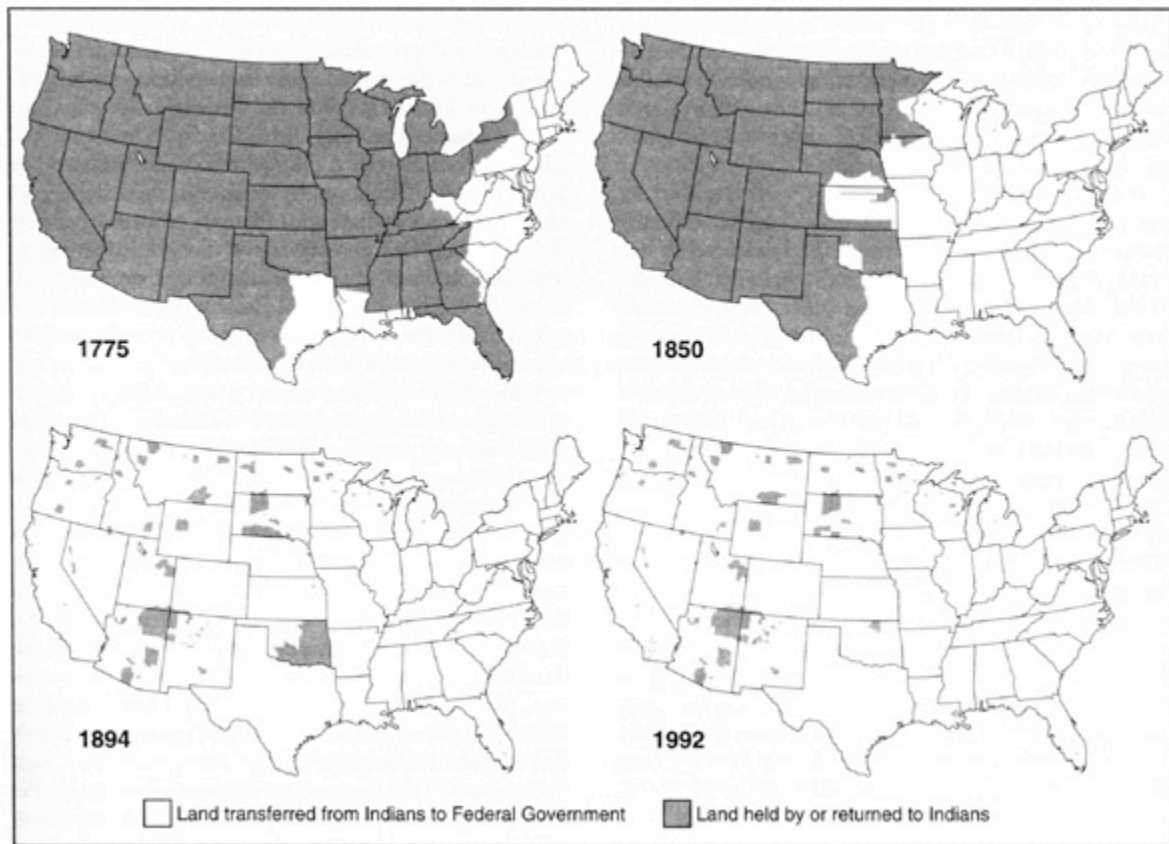
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		E. Write a question to the author that is left unanswered by the document:
		<hr/>
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## Attachment C

### Land Losses

R. David Edmunds, Cherokee, Indiana University. Encyclopedia of North American Indians, Houghton Mifflin. URL:

[http://college.hmco.com/history/readerscomp/naind/html/na\\_017100\\_iwrel1776b.htm#indian05.jpg](http://college.hmco.com/history/readerscomp/naind/html/na_017100_iwrel1776b.htm#indian05.jpg)



Sanderson Associates

## Attachment D

### Tribal Lands at the Time of Contact

Neal Salisbury. Encyclopedia of North American Indians, Houghton Mifflin. URL:  
[http://college.hmco.com/history/readerscomp/naind/html/na\\_017000\\_iwrel1776.htm#indian04.jpg](http://college.hmco.com/history/readerscomp/naind/html/na_017000_iwrel1776.htm#indian04.jpg)



Sanderson As